“Sagacity – Strategies for Thriving via Habits of Mind”

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“Research consistently shows that many gifted children and adolescents have the capacity for intensified thinking and feeling, as well as vivid imaginations. Whether they are gifted athletes, artists, musicians, intellectuals, or are highly creative, they may have higher levels of emotional development due to greater awareness and intensity of feeling. ‘Being different’ in ability and personality characteristics may lead to higher expectations, jealousy, and resentment by adults and peers.”

Schuler, Patricia. Gifted Kids at risk: who’s listening? [www.SENGIFTED.org](http://www.SENGIFTED.org)

Premise:

* How do your students act and perform when the answers to problems and questions are not *immediately* known? Are they able to abound in real-life problem-solving outside of the controlled environment that is the classroom?

Source:

* The goals of Art Costa’s *Habits of Mind* are “enhancing the ways students *produce* knowledge rather than how they merely *reproduce* it…not only having information but also knowing how to act on it.”

The Goals of this workshop:

* Discover what “behaviors” help students become effective and efficient thinkers and peak performers.
* Draw upon and extend Dr. Sandra Kaplan's Scholarliness while
* utilizing Art Costa's Habits of Mind

Interrelated intellectual & personality characteristics of giftedness that may be found across all talent domains along with associated problems:

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| ***Intellectual Characteristics*** | ***Personality Characteristics*** | ***Internal & External Problems Associated with the GIFTED*** |
| * Exceptional reasoning ability * Intellectual curiosity * Rapid learning rate * Facility with abstraction * Complex thought processes * Vivid imagination * Early moral concern * Passion for learning | * Insightfulness * Need to understand * Need for mental stimulation * Perfectionism * Need for precision/logic * Excellent sense of humor * Sensitivity/empathy * Intensity | * Difficulty with social relationships * Refusal to do routine, repetitive assignments * Inappropriate criticism of others * Lack of awareness of impact on others * Lack of sufficient challenge in schoolwork * Depression (often manifested in boredom) * High levels of anxiety * Difficulty accepting criticism * Hiding talents to fit with peers * Nonconformity and resistance to authority * Excessive competitiveness * Isolation from peers * Low frustration tolerance * Poor study habits * Difficulty in selecting among a diversity of interests |

Silverman, L.K. (Ed.)(1993). Counseling the gifted and talented. Denver: Love Publishing.

Key Question: How can we enable our students to successfully overcome the challenges they face?

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| **Definition**  **Details**  knowing how to behave intelligently when you DON'T know the answer.  a disposition toward *behaving intelligently* when confronted with problems, the answers to which are not immediately known: dichotomies, dilemmas, enigmas and uncertainties. | Essential Characteristics    The focus is on *performance* under challenging conditions that demand:   * strategic reasoning, * insightfulness, * perseverance, * creativity, and * craftsmanship.   The critical attribute of intelligent human beings is not only having information, but also knowing how to act on it. | Key Attributes  Rules  Employing Habits of Mind requires drawing forth certain patterns of intellectual behavior that produce powerful results. They are a composite of many skills, attitudes and proclivities including:   * Value: Choosing to employ a pattern of intellectual behaviors rather than other, less productive patterns. * Inclination: Feeling the tendency toward employing a pattern of intellectual behaviors. * Sensitivity: Perceiving opportunities for, and appropriateness of employing the pattern of behavior. * Capability: Possessing the basic skills and capacities to carry through with the behaviors. * Commitment: Constantly striving to reflect on and improve performance of the pattern of intellectual behavior. | |
| **Examples**     1. **Persistence** 2. **Managing Impulsivity** 3. **Listening with Empathy & Understanding** 4. **Thinking Flexibly** 5. **Metacognition** 6. **Striving for Accuracy** 7. **Applying Past Knowledge** 8. **Questioning & Posing Problems** 9. **Thinking & Communicating with Clarity & Precision** 10. **Gathering Data through All Senses** 11. **Creating, Imagining, & Innovating** 12. **Responding with Wonderment & Awe** 13. **Taking Responsibilities** 14. **Finding Humor** 15. **Thinking Interdependently** 16. **Remaining Open to Continuous Learning** | | **Variations**   * Scholariness * Intellectual Expectations | Application   * Scholar Research & Reflection * Habits of Mind Task Card & Reflection * Gallery Walk applications with Literature |



**Persistence**

Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.



**Managing Impulsivity**

Take your Time! Thinking before acting; remaining calm, thoughtful and deliberative.



**Listening with Empathy and Understanding**

Understand Others! Devoting mental energy to another person's thoughts and ideas; Make an effort to perceive another's point of view and emotions



**Thinking Flexibly**

Look at it Another Way! Being able to change perspectives, generate alternatives, consider options



**Thinking about your Thinking : Metacognition**

Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.



**Striving for Accuracy**

Check it again! Always doing your best. Setting high standards. Checking and finding ways to improve constantly.



**Applying Past Knowledge**

Use what you Learn! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.



**Questioning and Posing Problems**

How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve



**Thinking and Communicating with Clarity and Precision**

Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.

**Gathering Data Through All Senses**

Use your natural pathways! Pay attention to the world around you Gather data through all the senses. taste, touch, smell, hearing and sight



**Creating, Imagining & Innovating**

Try a different way! Generating new and novel ideas, fluency, originality



**Responding With Wonderment and Awe**

Have fun figuring it out! Finding the world awesome, mysterious and being intrigued with phenomena and beauty. Being passionate.



**Taking Responsible Risks**

Venture out! Being adventuresome; living on the edge of one's competence. Try new things constantly.

**Finding Humor**

Laugh a little! Finding the whimsical, incongruous and unexpected. Being able to laugh at oneself.



**Thinking Interdependently**

Work together! Being able to work in and learn from others in reciprocal situations. Team work.



**Remaining Open to Continuous Learning**

Learn from experiences! Having humility and pride when admitting we don't know; resisting complacency.

**Overview:**

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| Academic Discipline | Elements of Depth & Complexity | Competencies | Habits of Mind | Intellectual Expectations | Scholarliness |
| “The Task”  Content Standards  Skills:  Academic  Social  Personal  Multiple Intelligences | Unanswered Questions  Ethics  Tools of the Discipline  Big Ideas  Details  Rules  Patterns  Trends  Multiple Perspectives  Relate Over Time  Across Disciplines | **Managing Self** | * Persistence * Managing Impulsivity * Striving for Accuracy * Taking Responsible Risks | * **Intellectual Aggressiveness** * **Intellectual Courage** | * **Vision: Short & Long-term** * **Preparation** * **Save Ideas** * **Mental Exercise** * **Professionalism** |
| **Relating to Others** | * Listening with Empathy and Understanding * Responding With Wonderment and Awe * Remaining Open to Continuous Learning | * **Intellectual Humility** | * **Active Participation** * **Half-full** |
| **Participating & Contributing** | * Thinking Interdependently * Gathering Data Through All Senses | * **Intellectual Leadership** | * **Resourcefulness, various resources** |
| **Thinking** | * Thinking Flexibly * Thinking about your Thinking : Metacognition * Remaining Open to Continuous Learning * Questioning and Posing Problems * Creating, Imagining & Innovating | * **Intellectual Aggressiveness** * **Intellectual Courage** | * **Ponder** * **View problems w/ multiple perspectives** * **Intellectual Curiosity** * **Think Outside the Box** |
| **Making Meaning from Languages, Symbols, and Text** | * Thinking and Communicating with Clarity and Precision * Applying Past Knowledge * Finding Humor | * **Intellectual Aggressiveness** * **Intellectual Courage** | * **Professionalism** |

Habits of Mind:

Identify as many Habits of Mind you find this scholar uses in his/her work.

Explain your connections in the space below.

* In what ways did/does the scholar use the Habits of mind?

Reflection:

In what ways did/does the scholar use the Habits of mind?

Summary about the Scholar:

Identify, research, and summarize a person who is a “scholar”…

* Name of Scholar:
* Source:
  + Internet,
  + Interview,
  + Reference book
* Summary:

**Scholar:**

**a learned person, especially one who has profound knowledge of a particular subject**

Thinking



Participating and Contributing



Relating to Others



Making Meaning from Languages, Symbols, & Text



Managing Self..



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| Managing Self | * Establish personal goals * plan my work * set high standards * act appropriately in a range of settings * become aware of my actions and words on others * set high self expectations * developing a range of strategies to become a successful learner * make well-informed choices |  | **Persistence**   * Stick to it! * Persevering in task through to completion * Remaining focused. * Looking for ways to reach your goal when stuck. * Not giving up. |  |
|  | **Managing Impulsivity**   * Take your Time! * Thinking before acting * Remaining calm, thoughtful and deliberative. |  |
|  | **Striving for Accuracy**   * Check it again! * Always doing your best. * Setting high standards. * Checking and finding ways to improve constantly. |  |
|  | **Taking Responsible Risks**   * Venture out! * Being adventuresome * Living on the edge of one's competence. * Try new things constantly. |  |

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| Relating to Others | * Interact with a diverse group of people/ interact in a variety of contexts * be an active listener * recognize different viewpoints * negotiate and share ideas * be more open to new learning * cooperate in team situations |  | **Listening with Empathy and Understanding**   * Understand Others! * Devoting mental energy to another person's thoughts and ideas. * Make an effort to perceive another's point of view and emotions |  |
|  | **Responding With Wonderment and Awe**   * Have fun figuring it out! * Finding the world awesome, mysterious and being intrigued with phenomena and beauty. * Being passionate. |  |
|  | **Remaining Open to Continuous Learning**   * Learn from experiences! * Having humility and pride when admitting we don't know * Resisting complacency. |  |

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| Participating & Contributing | * Be aware of local, national, global communities * Understand the purpose of these communities * Respond appropriately in a group situation * Make connections with others * Take on a range of roles * Display an awareness of local, national, and global issues * Be actively involved in community issues * Understand the importance of balancing rights, roles and responsibilities * Make decisions * Contribute to social, physical, and economic environments |  | **Thinking Interdependently**   * Work together! * Being able to work in and learn from others in reciprocal situations. * Team work. |  |
|  | **Gathering Data Through All Senses**   * Use your natural pathways! * Pay attention to the world around you * Gather data through all the senses. taste, touch, smell, hearing and sight |  |

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| Thinking | * Be more intellectually curious * Take more risks with my learning * Actively seek new knowledge * Use critical, creative, metacognitive thinking strategies * Make decisions * Reflect on own thinking * Ask questions * Challenge perceptions and assumptions |  | **Thinking Flexibly**   * Look at it Another Way! * Being able to change perspectives, generate alternatives, consider options |  |
|  | **Thinking about your Thinking : Metacognition**   * Know your knowing! * Being aware of your own thoughts, strategies, feelings and actions and their effects on others. |  |
|  | **Remaining Open to Continuous Learning**   * Learn from experiences! * Having humility and pride when admitting we don't know * Resisting complacency. |  |
|  | **Questioning and Posing Problems**   * How do you know? * Having a questioning attitude * Knowing what data are needed and developing questioning strategies to produce those data. * Finding problems to solve |  |
|  | **Creating, Imagining & Innovating**   * Try a different way! * Generating new and novel ideas, fluency, originality |  |

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| Making Meaning from Languages, Symbols, & Text | * Interpret and use word, number, images, movement, metaphor and technologies in a range of contexts * Understand how people respond to communication |  | **Thinking and Communicating with Clarity and Precision**   * Be clear! * Striving for accurate communication in both written and oral form. * Avoiding over generalizations, distortions, deletions and exaggerations. |  |
|  | **Applying Past Knowledge**   * Use what you Learn! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned. |  |
|  | **Finding Humor**   * Laugh a little! * Finding the whimsical, incongruous and unexpected. * Being able to laugh at oneself. |  |

My Goals / Reflection:

* What are/were my goals for this task?
* What new things did I discover?
* Based on what I did well and what I need to improve, for the next assignment I will…

The Task:

* In your own words, describe the assignment.
* Break down the assignment: what are the key parts to the task?
* Predict…What are possible challenges & difficulties I will face?

Habits of Mind

* **Consider**, **select**, and **explain** in the space below what Habits of Mind will help you complete the task.

**The**

**Scholar**

Thinking



Participating and Contributing



Relating to Others



Making Meaning from Languages, Symbols, & Text



Managing Self..

